

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Southwest Baptist University**

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Southwest Baptist University
Institution Code	6664
State	Missouri
Number of Program Completers Submitted	104
Number of Program Completers found, matched, and used in passing rate Calculations¹	104
Statewide	

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Principles Learning & Teaching 5-9	523	12	12	100%	135	133	99%
Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	71	71	100%	1614	1547	96%
Mathematics: Content Knowledge	061	7			126	123	98%
Social Studies: Content Knowledge	081	2			276	269	97%
Physical Ed: Content Knowledge	091	3			166	144	87%
Music Content Knowledge	113	7			129	122	95%
Art Content Knowledge	133	3			75	75	100%
Biology Content Knowledge Part 1	231	1			92	90	98%
Other Content Areas							
Speech Communication	220	2			35	35	100%
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Southwest Baptist University					
Institution Code	6664					
State	Missouri					
Number of Program Completers Submitted	104					
Number of Program Completers found, matched, and used in passing rate Calculations¹	104					
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	12	12	100%	144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	94	94	100%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	2			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	104	104	100%	3678	3553	97%

¹The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

²Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³Number of completers who took one or more tests in a category and within their area of specialization.

⁴Number who passed all tests they took in a category and within their area of specialization.

⁵Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **191**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **117**

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

2 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

4 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **113**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **9 Note: This is not totally accurate because these faculty supervised both fall and spring, so the true ratio for fall is $42/8 = 5.25$. The ratio for spring is $75/9 = 8.3$**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **minimum of 35** hours. The total number of weeks of supervised student teaching required is **12**. The total number of hours required is **10** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes ☐ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Southwest Baptist University is an institution of higher education offering courses leading to both undergraduate and graduate degrees. Currently forty-eight programs of study are offered to students as they pursue a liberal arts based, career oriented education. The mission statement of the university states that Southwest Baptist University is a Christ-centered, caring academic community preparing students to be servant leaders in a global society. Southwest Baptist University pursues excellence in teaching, scholarship and service by endeavoring to carry out its mission in many ways. First, each member of the University community is encouraged to live a Christ-centered life. Second, each member of the University community is expected to treat each person as an individual valued by Christ. Third, academic offerings integrate liberal arts, research and professional studies. Fourth, the University attempts to prepare students through appropriate educational and ministry opportunities to meet the challenges of a global society. Finally, the University seeks to integrate Christian faith and biblical values with each academic discipline in accordance with the University's Baptist heritage

2. Educational Philosophy

An educational philosophy defines the foundation of a program and provides the framework for its elements. The educational philosophy of Southwest Baptist University includes the purpose of education, the attributes of an effective teacher, and the goals of the teacher education program.

The purpose of education is to prepare students to continue to think and learn throughout life. Education today should prepare students to live in the world of tomorrow. The educational setting provides an arena to make positive changes in the lives of individuals so that each may lead a productive and meaningful life.

Teachers must have intellectual vitality and a passion for knowledge that will continue for a lifetime. A teacher must be aware of intellectual characteristics and needs of children and adolescents who represent our pluralistic society. He must then be able to communicate effectively with students, parents, administrators and other teachers. In addition, he must model problem solving as well as critical and creative thinking.

Teacher education has the responsibility to help prospective educators acquire the knowledge and competence needed to function successfully in today's school setting. Candidates should not only know subject matter, but also theory, pedagogy, management techniques, and developmental characteristics of those they teach. Knowledge of a broad range of instructional methods and materials is also critical to the success of future educators. Providing students with a strong academic background, combined with a variety of pre-service teaching opportunities and internships will aid in the preparation of effective teachers.

3. Conceptual Frameworks

The conceptual framework of the teacher education program at Southwest Baptist University articulates its reasons for existence, the unit's way of thinking and being, its underlying beliefs and values, and its learning objectives and outcomes.

The reason for existence or mission of Southwest Baptist University states that we are a Christ-centered, caring academic community preparing students to be servant leaders in a global society. It is understood that all units which are part of the University should embrace and implement the intention of this statement. Therefore, the mission of the Department of Education states that we are a learning community preparing teachers and administrators to be caring, effective practitioners in today's schools. The Department of Education seeks to prepare leaders who are people-oriented and service-minded, while encouraging them to embody Christ-like character.

From these separate, yet congruent mission statements, the Department of Education has clearly articulated ways of thinking and being, or vision statements. The Department of Education endeavors to prepare students for careers as teachers and administrators by building a strong knowledge base in educational theory and developmentally appropriate practice; linking knowledge, academic theory, and practice through

diverse clinically-based experiences; promoting the use of technology in schools; integrating Christ-like values in daily school interactions by helping students become moral, ethical teachers and administrators; promoting reflective thinking about school experiences; and promoting professional development and life-long learning.

The beliefs and values that underlie the conceptual framework for the SBU Department of Education are based on current research and define our institutional uniqueness. These beliefs and values form the foundation that supports our reasons for existence, our ways of thinking and being, and our objectives and outcomes. To help integrate these ideas into practice, we have developed the teacher education program around the following beliefs that are exemplified in our mission statement. First, the learning community is a vital component in teacher preparation. Pre-service teachers not only participate in a learning community, but they also are encouraged to develop learning communities with their classrooms. Active learning, social collaboration and interaction are important components. Second, because teachers play an important role in shaping a students' sense of self and the world, pre-service teachers need to behave ethically, compassionately and effectively in their work. Teachers provide role models for students at all levels. Third, the pre-service teacher must learn effective planning, management, assessment and teaching strategies that are developmentally appropriate. Finally, pre-service teachers must be able to meet the diverse learning needs of students in today's school settings. Students in today's schools are different in many ways and today's teachers must be able to adapt to those learning needs.

Southwest Baptist University graduates must demonstrate the knowledge, dispositions and performance that have been agreed upon as being critical to success as a new or experienced teacher. Learning outcomes and objectives for Southwest Baptist University graduates are based upon the Missouri Standards for Teacher Education Programs (MoSTEP) that were approved in 1999. These Standards list specific competencies for beginning teachers. Students must provide evidence that these competencies have been met prior to completion of the program.

4. Program completers who teach in the private schools and out of state

Private Schools: 4

Out-of-State Schools: 11